**Structured Small Group Program Template**

**Title**

Raise Your Voice

**Goal/ Purpose**

* Middle school girls will examine the causes and alternatives to peer pressure using realistic options for everyday situations.
* Middle school girls in the *Raise Your Voice* program will gain confidence and take responsibility in their positive decision making skills when it comes to peer pressure.
* Students will examine their beliefs, values and interests being able to stand firm

**Population**

The group for the peer pressure program will be 7th and 8th grade aged students. This group is for girls 12-14 years of age. This is a closed to girls who feel negative peer pressure from others. This group will serve up to eight participants.

**Rationale/ Need**

The need for a peer pressure group in a middle school setting is very high. Peer pressure, as a problem, is stress placed onto someone from a peer to engage in behaviors that may not be healthy physically or emotionally or academically. While peer pressure can never be totally removed from schools, students still need to learn how to deal with it. In 2005, a survey conducted by *Road Ready Teens* (Surviving Peer Pressure)stated that 75% of teens report the pressure to drink to drink alcohol. That same survey reports that 49% of teens feel the pressure to use drugs. Another report, from the *Kaiser Foundation* (Family First Aid), shows that 50% of teenagers in regards to pressure about sex in their relationships. If students are feeling pressured about such big issues they are most likely feeling pressured about smaller issues such as being mean to others, cheating on school work, and more. However to make it positive that the students would benefit from a peer pressure program a needs assessment in form of a questionnaire will be given out to all of the girls in the 7th and 8th grade at school. See appendix for questionnaire provided by Surviving Peer Pressure.

**Theoretical Orientation**

The theoretical approach that I would use with this group is Reality therapy. This type of therapy’s primary goal is to help students engage in new and productive behavior that helps them achieve their goals. The secondary goal is to help the client be able to fulfill basic needs such as feeling loved and the feeling of belonging. Reality therapy techniques involved humor, paradox, and skillful questioning. Humor is used to develop awareness of a situation, but only when trust is established in the group. Paradox involves the students performing the unwanted behavior that that they are trying to change. Also asking the students open ended questions to explore their issues is the skillful questioning. This approach is appropriate to use in this type of group because it addresses the needs of the students and what behavior is needed for them to reach their goals. (Robey)

**Ethical. Legal, and Multicultural Issues**

The multicultural issue that may arise from this group is the fact that different cultures view peer pressure differently. Some cultures value “face” so they will be willing to do anything to represent them the way that they want to be perceived. Other cultures value honor, conformity, individuality, or other ideas. Making sure that as the counselor cultural views are made aware creates a positive, caring, and safe group environment.

**Recruitment and Screening**

How I will be recruiting girls for the Raise Your Voice group through the tool of flyers. Flyers will state the purpose, goals for the program, who it is for, and when the meetings are. The screening process involves students that are interested to take an assessment that is in a questionnaire type format. If half of the questions or more say that the student feels pressure they will be admitted into the group.

**Structure**

The *Raise Your Voice* group will be eight sessions as a closed group format. This group will meet for eight weeks. Each session will be from 12:30 to 1pm during study hall and it will be held in a counseling group room. This group is offered twice a year.

**Core ASCA Standard(s)**

A:A3.1 Take responsibility for their actions

PS:A1.2 Identify values, attitudes and beliefs

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.12 Develop an action plan to set and achieve realistic goals

**Core State Academic Standard(s)**

These standards are based off the state of Florida in middle school math

* 7.RP.2. Recognize and represent proportional relationships between quantities.
* 7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

**Objectives**

* Student will be able to think of realistic alternatives during a peer pressured situation 100% of the time
* Student will be able to use a realistic alternative during a peer pressured situation 100% of the time
* Student will take responsibility for every decision they make in and out of school and be confident that it is positive
* Student will understand what they believe, value and are interested in 70% of the time
* Student will understand the difference between positive and negative peer pressure in any situation 100% of the time.

**Program Evaluation**

.The evaluation methods that I would use for this group program are a pre and post questionnaire at the introduction session and conclusion session, as well as closing interviews with the students that participate. The questionnaires will involve scaling questions and fill in the blank that discuss: thinking of alternative realistic options to peer pressure, knowing the difference between positive and negative peer pressure, knowing their beliefs, values and an interests. The interview will measure: their use of alternative options to peer pressure, their confidence in their decision making, and the responsibility the student takes for their decision.

**Session 1**

**Title:** We Are Who We Are

**Brief Summary of Session:** This session is about each student understanding their own personal beliefs, values, and interests. Students will realize how much they are willing to compromise when it comes to fulfilling their basic needs of love and acceptance.

**Theoretical Orientation:** Reality Therapy

**Specific Group Technique:** Skillful Questioning

**Duration:** 30 minutes

**Materials/ Media:**

Crayons and Paper

**Core ASCA Standard(s):**

PS:A1.2 Identify values, attitudes and beliefs

PS:B1.8 Know when peer pressure is influencing a decision

**Core State Academic Standard(s):**

7.RP.2. Recognize and represent proportional relationships between quantities.

**Objectives:**

Student will understand what they believe, value and are interested in 70% of the time

Student will be able to think of realistic alternatives during a peer pressured situation 100% of the time

**Assessments**:

The assessments that I will be using for this session are the drawing activity and the role play. These two activities will show that they understand what they believe, value, and are interested in and to be confident in that.

**Procedures/ Instructional Strategy:**

How the full session would go is that the group who start out with highs and lows for the week. Once everyone when around, I would pose the question, ‘If your house was on fire and you could only save one thing from it, what would you save?’ to open up the topic of values. Everyone would say an answer and then I would ask, ‘why did you all choose that thing?’ Eventually it would lead to me to say that you chose those things because you value them. Then I would explain what values, beliefs, and interests are and if you don’t know them on a personal level peer pressure is easier to listen to. After that I will lead into a drawing activity where the students will draw their values, beliefs, and interests on one side of the paper and then they will explain to the group. I will then have them flip over their paper and have them make a pie chart about how much this stuff means to them. The more something means to you the less likely you are to give it up or you may compromise something else. Then role play may happen. This role play will show that if what/who you value really values you they will understand your values, beliefs and interests. Then I will close with a challenge to really think about what relationships really take the person as they are.

**Homework/ Ownwork**: Evaluating personal relationships.

**Group Stage and Emerging Issues:** This session is number two out of eight weeks. Issues that may come up out of this group session are they do not know their beliefs, values, and interests.

**Session 2**

**Title:** Positive Peer Pressure

**Duration:** 30 Minutes

**Brief Summary of Session:** This session is about understanding the fact that peer pressure can be positive as well as negative. Students will be able to identify the differences in positive and negative per pressure. Students will able to understand what makes it okay to give in to positive peer pressure.

**Theoretical Orientation:** Reality Therapy

**Specific Group Technique:** skillful questioning

**Materials/ Media:**

Positive or Negative Peer Pressure Work Sheet (See Appendix)

**Core ASCA Standard(s):**

Take responsibility for their actions

**Core State Academic Standard(s):**

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

**Objectives:**

Student will understand the difference between positive and negative peer pressure in any situation 100% of the time.

Student will take responsibility for every decision they make in and out of school and be confident that it is positive

**Assessments**:

The assessment will evaluate their understanding of positive and negative peer pressure through ten multiple choice questions.

**Procedures/ Instructional Strategy:**

First I will start the group out with asking the students about their highs and lows for the week. After everyone has shared, I will introduce the topic by the question of ‘has anyone ever pressured you into something, and after you did it you were really glad? What was the situation?’ Students will then go around the room and share. After that explain how negative peer pressure makes someone tempt question their beliefs, values, and interests. Then explain that positive pressure does not do that, but can open up new experiences. Then we will open up in discussion about other positive peer pressure examples. I will ask students, ‘can you go too far with positive pressure?’ We will discuss what they think and how positive pressure can turn into negative peer pressure if we are not careful. I will then close the group out with a worksheet with different scenarios where they have to label if it is positive or negative pressure. Once they understand the difference I will ask them to keep track of how many times positive peer pressure was used on them this week.

**Homework/ Ownwork**: To keep track of how many times positive peer pressure was used on you this week.

**Group Stage and Emerging Issues:** This would be session five out of eight sessions. Issues that may come up during group are not understanding the difference between positive and negative pressure or thinking they are using positive pressure when they are using negative.

**References**

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Appendix

Appendix 1)

Pre/Post Assessment Questionnaire

Pre/Post Test

1. TRUE or FALSE: You can always tell when you are being

pressured by your peers.

2. TRUE or FALSE: Peer pressure can often be a positive thing.

3.

TRUE or FALSE: The amount of self-esteem a person has

will not affect the way he/she deals with peer pressure.

4.

TRUE or FALSE: True friends are never mean to one

another, only to people outside their group.

5. TRUE or FALSE: Peer pressure can exist without anything

actually being said.

6. TRUE or FALSE: Discussing your problems with someone

outside your immediate group is a betrayal of your friends.

7. TRUE or FALSE: When you promise to return a favor,

you are obligated to do whatever is asked of you even if it

means breaking the law.

8. TRUE or FALSE: Sometimes kids create their own

peer pressure from within.

9. TRUE or FALSE: You can avoid peer pressure by

planning for it in advance.

10. TRUE or FALSE: Peer pressure is strongly associated

with drinking alcohol and abusing drugs.

Answers to this test appear on the next page.

HUMAN RELATIONS MEDIA 7 SURVIVING PEER PRESSURE: YOUCAN DO IT!

Appendix 2)

Material for Session 2

Positive or Negative Peer Pressure?

Someone is pressuring you to…..

* + 1. Try new food
    2. Try a new sport
    3. Try to cheat on homework
    4. Try a new way to get to school
    5. Try alcohol under age
    6. Try to invent a new game
    7. Try to be mean to someone
    8. Try to study for a test
    9. Try out for a play
    10. Try sneaking out of the house